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DD/M&S 73-3212

13 August 1973

MEMORANDUM FOR: Director of Training

SUBJECT : Reorganization of the  
Office of Training

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On 10 August 1973 the Deputy Director for Management and Services approved the reorganization of the Office of Training proposed in your memorandum of 27 July 1973 (DD/M&S 73-3038). In granting the approval he noted that [REDACTED] GS positions you propose is six fewer than the number you are authorized in FY 1974. The manner in which you propose to deal with this is outlined in your memorandum of 3 August 1973 describing how you propose to revise your position allocation in FY 1975 (DD/M&S 73-3118). In other words, your FY 1974 ceiling remains as allocated and the six positions will be credited toward whatever additional position reduction you may be required to take in FY 1975.

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[REDACTED]  
Chief, DD/M&S Plans Staff

Distribution:

Orig - Adse

1 - DDM&S Subject \*w/Background

1 - DDM&S Chrono

1 - PS

\*DDM&S 73-3038 & informal note dtd 2 Aug 73  
to Mr. B, Mr. W & Mr. P. from RHW (shows  
Mr. Brownman's approval).

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DD/MMS 73-3088

27 July 1973

MEMORANDUM FOR: Deputy Director for Management and Services  
SUBJECT : Reorganization of the Office of Training

Attached is the report of the OTR Task Force concerning the reorganization of this Office. The thrust is to regroup both our people and our programs to permit the most effective responses possible to present and future requirements. I endorse the proposals of the report, recognizing that flexibility and experimentation are necessary not only to do the job expected of us but also to explore new means of providing a wider service to the Agency and, ultimately, the Intelligence Community. I recommend your approval of the reorganization proposals as presented in the attached report.

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Alfonso Rodriguez /  
Director of Training

Att

CL BY 057173  
EX 2 IMPDET

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MEMORANDUM FOR: Director of Training

SUBJECT : Report of the OTR Task Force on Curriculum  
and Organization

REFERENCE : DTR Memo on Subject, 17 May 1973

1. Pursuant to requirements stated in reference a task force composed of the undersigned OTR officers was formed to review both the curriculum and the organization of OTR. All school and staff chiefs, the Executive Assistant, and other senior officers were interviewed during the period 29 May to 18 June to ascertain their views on ways and means of improving OTR and its work. The task force considered all proposals submitted, including its own, and prepared a plan for reorganization which was presented to the DTR on 27 June. Approved in principle, the plan was presented for the consideration of OTR unit chiefs on 29 June. Following discussion, agreement was reached on the proposed changes which are summarized in paragraphs 2 and 3 below. A more detailed presentation is set forth in Annex A.

2. Organization/Management - Proposed Changes: The number of persons reporting directly to the DTR should be reduced from the present 10 to eight. As can be determined from the attached organization charts (Annex B), the proposed reduction in the "control span" is achieved partly as a result of the disestablishment of the Operations, Intelligence and World Affairs, and Support Schools, and the Information Science Training Staff. Their areas of concern have been relocated in units which reflect the functional training needs of the Agency as differentiated from an organization mirroring the Agency's directorate arrangement. Other proposed changes provide for close linking of student services with OTR's support services. Similarly, we propose close linking, previously lacking, of training support activities to the curriculum development function of the Office. As part of an effort to revitalize the career service aspects of OTR's officer cadre, we propose that there be a designated Career Management Officer. In recommending the retention of the [REDACTED] [REDACTED] we propose that there be a broadened concept of its

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service capabilities to Agency-wide training and conference requirements as well as additional Agency needs as such may develop. And, as noted below, we recommend further use [REDACTED] by centering the majority of DO-mandated courses there. A Headquarters desk for the [REDACTED] within OTR's support element is deemed advisable for administrative purposes. To increase the efficiency of the DTR's immediate office we propose the creation of an executive registry. Although not regarded as a part of formal organization, the establishing of an Employee's Advisory Committee is recommended as a means of incorporating the interest of junior personnel. Also we feel that certain Professional Committees should be established to bring together the talents of officers in such areas as operational doctrine, research, etc. [REDACTED]

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[REDACTED] should be closed and the element relocated in the Headquarters building at Langley (not in the Chamber of Commerce Building) as soon as space becomes available. Not only would this reduce rental costs but security and efficiency would be enhanced as well. No changes are proposed in the Career Training Program Staff or in the Language School except to designate the latter as the Language Learning Center. Finally, we recommend the utilization of recently vacated slots to acquire those persons with the skills now lacking in OTR but that will be required to update or introduce certain areas of training which are responsive to the changing needs of the Agency.

3. Curriculum Changes - Content and Locus: A major regrouping of courses is proposed in order to give increased emphasis to the unity of the intelligence process: collection, analysis, production and dissemination. The spectrum would extend across the newly created Intelligence Institute, Functional Training Division, and the office of the Special Assistant for Operations Training. A further proposal is to relocate as many operational skills courses as possible [REDACTED]

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[REDACTED] A number of courses is recommended for discontinuation as inappropriate to the mission of OTR (e.g. Clerical Induction should be moved to the Office of Personnel). Also we recommend that certain new courses be introduced in the curriculum (e.g. Dependents Orientation, special seminars, etc.).

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4. A staffing complement and recommended grade structure is attached as Annex C.

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INTELLIGENCE INSTITUTE

1. This unit brings together a variety of activities which are generally concerned with providing employees with a broad view of the Agency, in the intelligence community, the intelligence process, and related matters for senior officers as well as the new employee, for professional as well as clerical employees. Also included in this unit are the externally oriented programs, that is, support we render to other agencies such as the Foreign Service Institute and the Defense Intelligence School, and special programs we give for The Brookings Institution, DIA and JCS and other briefing activities given to a broad audience.

2. The management of a research unit has also been incorporated into the Intelligence Institute. The principal purpose of the research unit is to encourage scholarship in the field of intelligence with the intention of recording significant experiences, evolving philosophies about intelligence and exploring new avenues and methods of intelligence research. The product of the research will find expression in written form, perhaps in Studies in Intelligence or in special purpose seminars or symposia. This unit will be minimally staffed by OTR at the outset since it is assumed that the research will be performed by persons from other components who are contributing unique knowledge or talent to a given project.

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## INTELLIGENCE INSTITUTE

### Courses

#### 1. Orientation

Senior Seminar  
Advanced Intelligence Seminar  
Midcareer  
Intelligence and World Affairs  
CIA: Today & Tomorrow  
COS Seminar  
Management & Services: Trends and Highlights  
(Dependents' Orientation)

#### 2. Area, Cross-cultural and Special Seminars

China Familiarization  
(Advanced China Seminar)  
Latin America Seminar  
Orientation for Overseas  
(Other Area Seminars)  
Economics Seminar  
(Other Special Seminars)

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#### 3. Briefing and Special Programs

### Other Activities

Research Unit  
Studies in Intelligence  
History Project (Troy)  
Representative to Defense Intelligence School  
Representative to Foreign Service Institute - FAES  
Representative to Area Roundtable  
Compiles Country Reading Kits

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LANGUAGE LEARNING CENTER

No change is contemplated in the concept of providing language instruction. A name change to Language Learning Center from Language School is proposed to reflect the broad scope of language-related activities that are carried on there. In addition to its formal classroom training, LEC offers language learning opportunities through its cassette loan program (ca. 700 users last year) and language labs. Its library is the Agency's repository of foreign language dictionaries, grammars and linguistic books. Its staff is the Agency's resource for consultation on operational problems regarding languages, external language training and linguistic questions. Its records system in the Language Development Committee Secretariat is the only up-to-date source of information on the Agency's language capability. Its testing branch administers 1200-1400 proficiency tests a year. The term "Center" seems more appropriate to describe these varied functions than the narrower term "School." It is expected that the Language Learning Center will continue to appraise the need for instruction in foreign languages and adapt its staff and curriculum to the changing needs of the Agency.

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FUNCTIONAL TRAINING DIVISION

25X1A 1. The central idea in the creation of this new unit is the desirability of concentrating in one sub-component the bulk of the skills training relating to both the management and conduct of intelligence activities. Foreign language training, and that portion of operational training which can more feasibly be conducted [REDACTED] are the major exceptions. 25X1A

2. As previously noted, this unit would absorb a large number of training activities presently conducted by four separate units -- the School of Intelligence and World Affairs, the Information Science Training Staff, the Support School, and the Operations School. The latter three units would be abolished and most of their programs absorbed by this new unit; the orientation and general programs of SIWA would become a part of the new Intelligence Institute.

3. Through this consolidation, we believe OTR could better convey the interrelationships among the many areas of Agency activities. There would be more versatile use of instructors across broader lines of responsibility. This would be particularly true in communication skills training -- basic and stylized intelligence writing, briefing, and reading programs. Under the present organization, these efforts are largely separated administratively, resulting in lack of cohesion in the overall content of instruction and in the dissipation of instructor assets. We expect instructors assigned to this activity to assume expanded responsibilities (and competence) for dealing with the several types of communication skills training sought by Agency personnel.

4. Finally, the proposed consolidation would facilitate, within the training environment, the application of information science, systems analysis, and analytical methodologies to specific management, intelligence production, and ultimately, field collection programs.

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FUNCTIONAL TRAINING DIVISIONCourses1. Information Science

Application of Information Science to Intelligence Functions  
Information Science for Management  
Survey of Intelligence Information Systems  
[Large Scale Systems Analysis]

2. Communication Skills and Intelligence Analysis

Intelligence Production Course (revised)  
Intelligence Research Techniques Course (revised)  
Information Reports Familiarization  
Information Reporting, Reports, & Requirements  
Intelligence Writing Workshop  
Intelligence Writing Techniques (for Professional Interns)  
Effective Writing  
[Technical Writing Workshop]  
Effective Briefing  
Reading Improvement

3. Management & Administration

Fundamentals of Supervision & Management  
Managerial Grid  
[Advanced Management]  
[Executive Conference]  
Fundamentals of Budgeting  
Field Administration  
Project Officer in the Contract Cycle  
[Budgeting for Managers]  
Office Management  
Administrative Procedures  
Clerical Orientation

4. Operations

China Operations  
Soviet Bloc Operations  
Scientific & Technical Operations  
Narcotics Operations Familiarization  
Operational Records I, II, III

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SERVICES AND REGISTRATION STAFF

The Services and Registration Staff represents an amalgamation of the classical support activities of the Office of Training with the Registrar function presently located in the Instructional Services Staff. This is a change in concept with the abandonment of the position of Executive Assistant. The primary function of the present Admissions, Information and Registration branch of ISS is administration of the external training program, much of which is closely related to the classical support activities, for example, funding and rationalization of security and cover problems. It is recommended that the administration of requests for internal training be decentralized and handled as much as possible by the units responsible for training. It is also recommended that the present educational counseling function be dropped. The executive secretary to the Training Selection Board will also help in the external training program.

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SERVICES AND REGISTRATION STAFF

Services

Personnel  
Security  
Budget and Fiscal  
Logistics  
Records Management  
[REDACTED]

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Registration

Administration of external training  
Training information  
OTR announcements  
Distribution point for training requests  
Agency Training Record  
Classroom allocation  
Executive Secretary to Training Selection Board  
Representative to CSC Training Officers' Conference

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CAREER TRAINING PROGRAM

1. The Task Force undertook a critical examination of the question whether the Career Training Program should be transferred to the Office of Personnel, or even elsewhere in the Agency, or remain in OTR. After extensive inquiry and discussion, we concluded that the Program is valuable and that it should remain under the jurisdiction of the Director of Training.

2. This conclusion is based on the judgment that the relatively specialized and highly successful way of conducting this program is not likely to be replicated elsewhere in the Agency with the degree of emphasis and expertise necessary to make it succeed. Its transfer elsewhere would also disrupt a highly integrated effort associated with selection, training, and placement of trainees.

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CAREER TRAINING PROGRAM STAFF

Activities

- Recruit and select Career Trainees
- Guide the training of Career Trainees
- Arrange their interim assignments
- Arrange their initial placement
- Evaluate and counsel Career Trainees
- Evaluate program effectiveness

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PLANS AND DEVELOPMENT STAFF

1. This would be a new staff incorporating the existing Plans Staff and units related to both short- and long-term development of instructional personnel and programs. These activities presently are administratively dispersed among the Office of the Director of Training, the Executive Assistant, and the Instructional Support Staff. There has been extensive interaction among them without clear cut lines of authority; we believe, therefore, that they should be consolidated under a single administrative head.

2. The Task Force envisages essentially three groupings in this staff. One would consist of the Secretariat or Plans function for the DTR, the Guest Speaker Coordinator, the Component Training Coordinator, and support to the Board of Visitors. The second would include curriculum development with related training services--visual, audio, film and TV; instructor development. The third element would be the restored position of an OTR Career Management Officer, which lapsed about three years ago; the OTR Training Officer and Equal Employment Officer. We would see the latter three combined in one person. The CMO would serve as a direct and continuing adjunct to the Career Service Board, responsible for identifying and recommending the professional developmental needs (assignments and training) of OTR personnel. He would also be responsible for assisting the Career Service Board and OTR operating components in determining the kinds of personnel needed to serve in OTR on a rotational basis. Acquiring the services of such personnel, however, would remain the responsibility of the OTR Personnel Officer.

3. A serious problem identified by the Task Force is the deficiency and diffusion of OTR's training services--the production of visual aids, use of audio equipment, the procurement, projection, and production of film and TV programs. There are not enough resources here to satisfy the overwhelming demand upon their services. Some of the most demanding of these, in terms of high level origin and extensive consumption of manhours, come from outside OTR, e.g., the filming or taping of special programs in the Agency auditorium, the production of films or videotapes for a wide variety of Agency components.

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PLANS AND DEVELOPMENT STAFF (Contd)

4. The availability of these services to OTR, consequently, is seriously deficient, particularly in view of our need to develop instructional programs with a visual/auditory content deemed in current learning theory to be vitally important.

5. We see this problem as twofold. The first involves the necessity of a clear-cut policy decision as to whether OTR's technical services are intended for Agencywide use or primarily to support OTR instructional programs, accepting other requirements as circumstances permit. The second aspect is an outgrowth of the first--the size of the technical services staff needs to be increased, the magnitude of such increase dependent on whether such services are to be available to the Agency as a whole or within OTR. The Task Force regards this as a major issue confronting OTR, one which was underscored by almost every senior OTR officer with whom we consulted.

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PLANS AND DEVELOPMENT STAFF

Course

Instructor Training Workshop

Activities

Secretariat to DTR and DDTR (Plans)  
Support to Board of Visitors  
Guest Speaker Coordinator  
Component Training Coordinator  
Career Management Officer  
OTR Training Officer  
Equal Employment Opportunity Officer  
Curriculum Coordinator  
    1. Training Requirements  
    2. Program Design  
    3. Training Evaluation & Validation  
Instructional Development  
Training Services  
    1. Visual Aids  
    2. Audio Aids  
    3. Film-TV  
    4. OTR Library

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SPECIAL ASSISTANT FOR OPERATIONS TRAINING

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1. The concept underlying the position of the Special Assistant for Operations Training is that there should be one principal focal point within the Office of Training for contact with the Operations Directorate for the purpose of ensuring that training within the entire range of operational subject matter is current, authoritative, and responsive to the requirements of the DO. The organizational configuration of OTR both in a physical and a bureaucratic sense has not up to this point made it possible for the degree of efficient communication between the DO and OTR which is of high priority concern. Subject matter having its foundation in the activities of the DO has been set forth in a variety of training and orientation courses administered by a number of OTR components: the Operations School, consisting of the Staff Training and Agent and Liaison Training Branches; the School of Intelligence and World Affairs; the Support School; and [REDACTED] Even with a restructured OTR, operational training will necessarily cut across the boundary lines of the Office's component parts.

2. Through the designation of a senior DO officer to act as the Director of Training's principal advisor on all matters dealing with operations training, not only would the DO have a simplified communication channel to OTR but also the DTR himself would have the advantage of dealing with the DO through the instrumentality of a designated senior representative.

3. As noted on the chart of the proposed organization, the position of the SA/OT is shown as having staff rather than command responsibilities. This is considered a correct concept not only because operations training must be taught in several components but also because the SA/OT should be free of supervisory responsibilities in order to concentrate mainly on subject matter. As the senior DO officer within OTR he must be familiar with all aspects of operations training no matter where its locus may be, and with a knowledge of what is being taught where and how, he would be in a position to advise the DO on matters relating to the responsiveness of training to requirements. Should problems emerge in that area he would be in a position to take corrective action in the name of the DTR.

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SPECIAL ASSISTANT FOR OPERATIONS TRAINING (Contd)

4. In addition to his overview of operations training, the SA/OT is also regarded as an advisor to the DTR on the selection of personnel for instructor positions. Also, through intimate and regular contact with the DO, the SA/OT should be able to negotiate the release as appropriate of training materials and case histories on a somewhat more orderly and productive basis than has been possible in the past. An additional function of the SA/OT would be the chairing of a committee on operational doctrine. This vehicle would serve the need to validate that which is currently being taught and the possibility of producing papers and studies in the operations field to try to fill a vacuum attacked in the past without any significant success.

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SPECIAL ASSISTANT FOR OPERATIONS TRAINING

Duties

1. DTR's liaison and point of coordination with D/O on operations training/personnel matters
2. DTR's liaison and point of coordination with training elements on operations training matters
3. Chairs OTR Operations Doctrine Committee
4. Coordinates Application of Operational doctrine in OTR courses

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OTHER ORGANIZATIONS

Career Board (chaired by DTR or DDTR)

Career Panel (reports directly to DTR or DDTR)

Annual Program Call and Objectives Conference

Senior staff meetings

Employee Advisory Committee

1. Working level only (selected by peers)

2. Access to DTR

3. Any problem may be surfaced (admin, instructional, etc.)

Professional committees (e.g., Management, Operational Doctrine Research)

1. Forum for exchange of information

2. Forum for curriculum discussions

3. Forum for review of professional literature

4. Invite outside experts to input new professional developments

Library Committee

Classroom and Technical Design Committee

1. The above organizations represent activities which do not require constant session, yet which provide a good deal of the mechanisms for planning, instructor and staff development, communication outside the normal command channels, and for coordination.

2. The Career Boards should be directly responsible to the Director or Deputy Director of Training since promotion, assignment and personnel development are basically the responsibility of the DTR as Head of the Career Service.

3. At the annual Program Call and Objectives Conference, the Director of Training will meet with his senior officers and plan the direction of training for the next and subsequent years.

4. The Senior Staff meeting is a device for exchange of information but more importantly a forum in which OTR senior officers resolve common problems of OTR policy and procedure.

5. The Employee Advisory Committee consists of working level employees (no supervisors) to serve as a communications bridge between the employee and the Director of Training. Members are selected by their peers and meet regularly with the DTR (approximately monthly) to discuss problems raised by their fellow employees or at the initiative of members of the committee.

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OTHER ORGANIZATIONS (Contd)

6. The professional committees proposed will provide an opportunity for the personnel concerned to keep abreast of developments in their respective fields and serve as a means of re-examining regularly the OTR curriculum in the concerned field. We anticipate committees concerned with management, operational doctrine, language, research methodology, information science, and others.

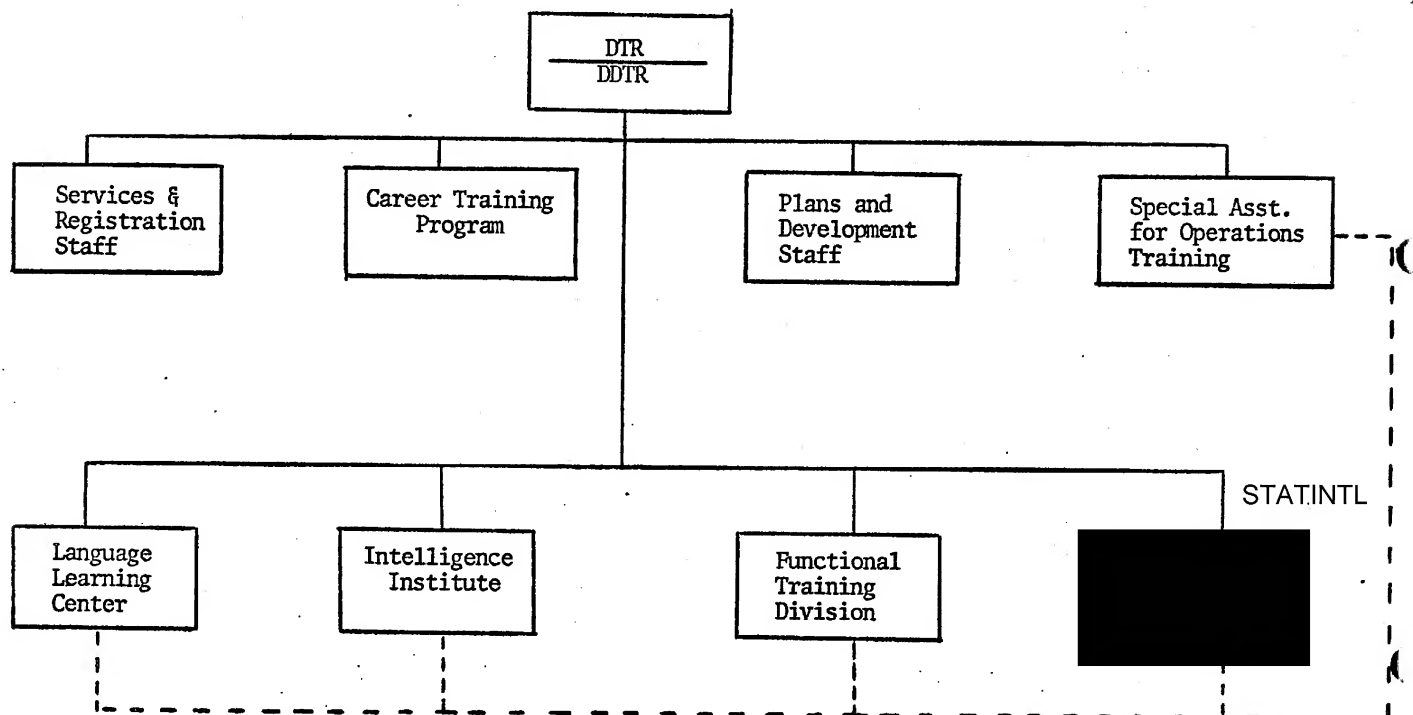
7. The Library Committee will assure that proper coordination exists among the various repositories, that personnel are used as effectively as possible, and that bibliographic standards are maintained.

8. The Classroom and Technical Design Committee will continue to explore the matter of quality and versatility in classroom design and in the use of technical skills.

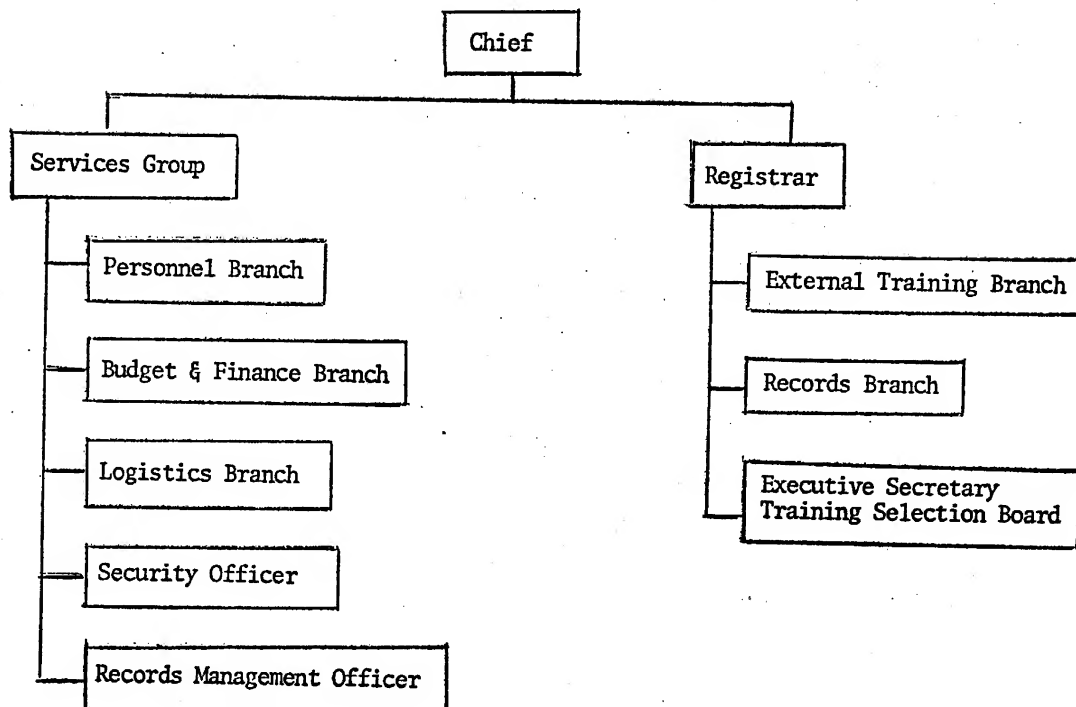
9. With the exception of the Career Boards, all other organizations noted above will be supported as appropriate by the Plans and Development Staff.

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PROPOSED ORGANIZATION OF THE OFFICE OF TRAINING



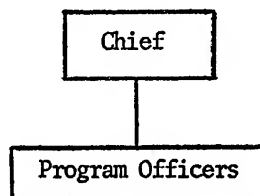
SERVICES AND REGISTRATION STAFF





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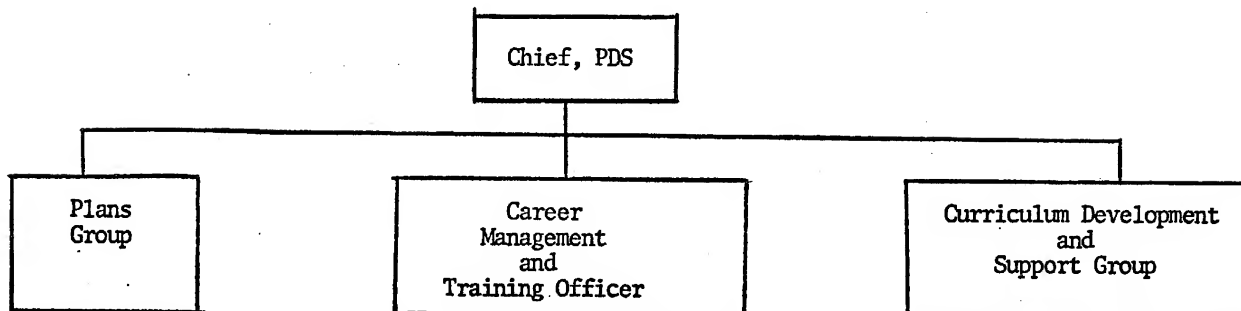
# CAREER TRAINING PROGRAM



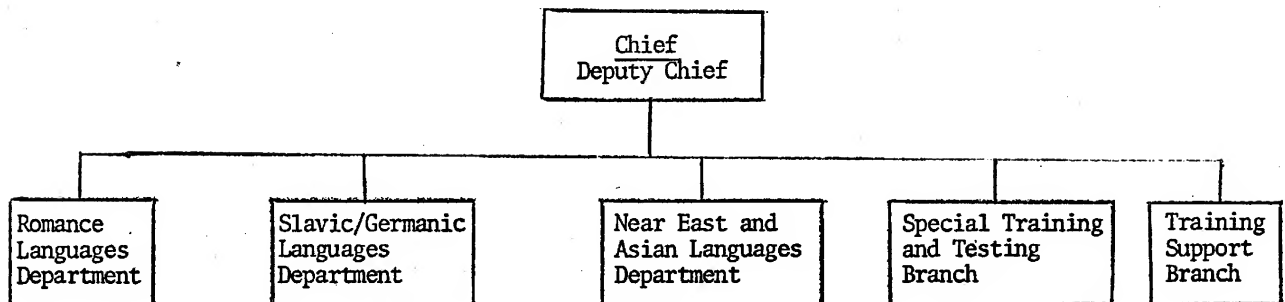
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PLANS AND DEVELOPMENT STAFF



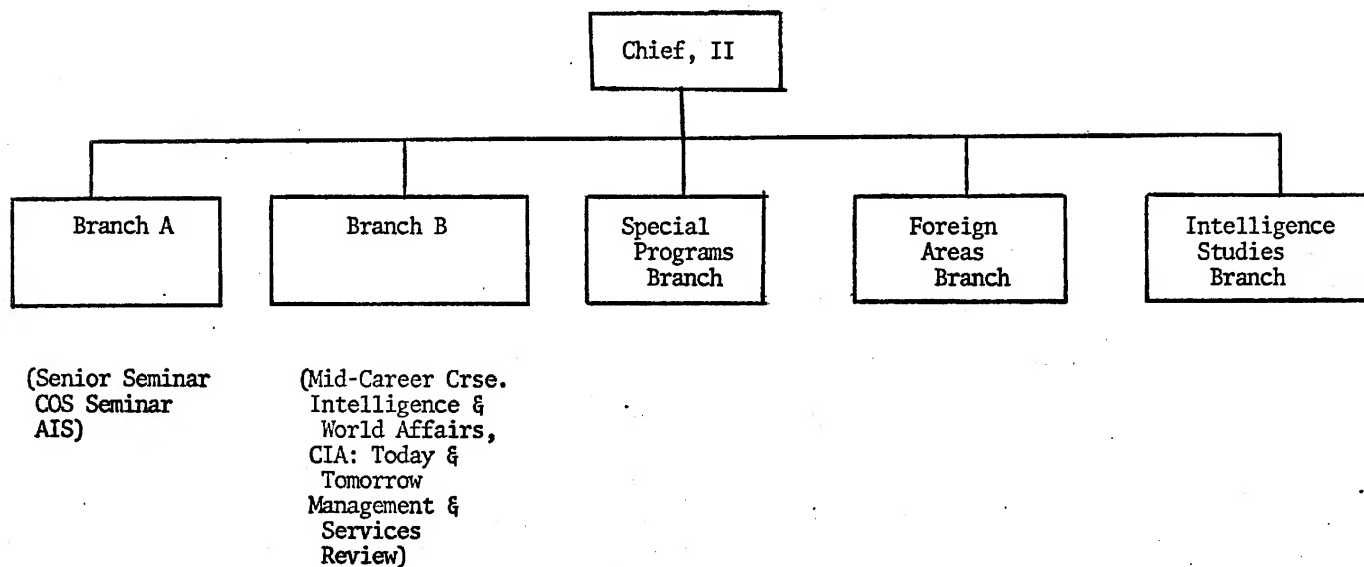
LANGUAGE LEARNING CENTER



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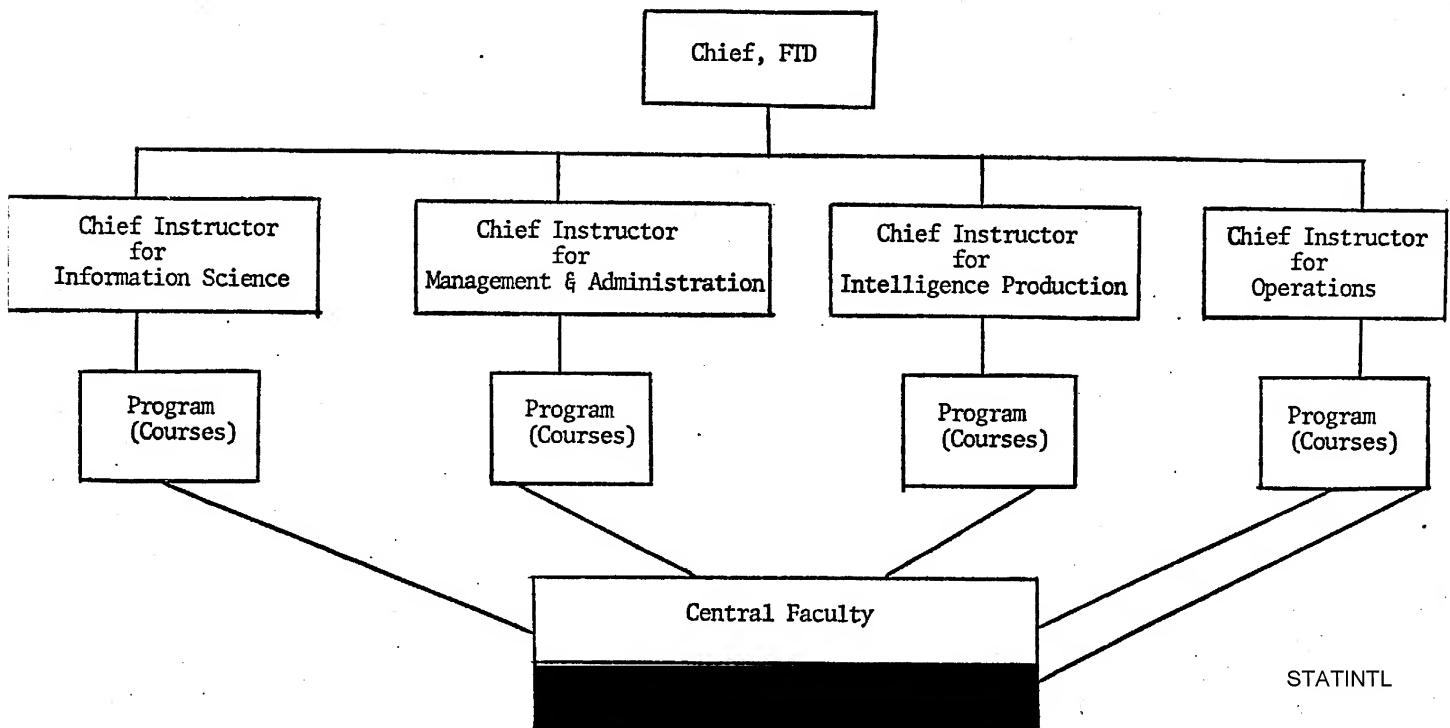
INTELLIGENCE INSTITUTE



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FUNCTIONAL TRAINING DIVISION



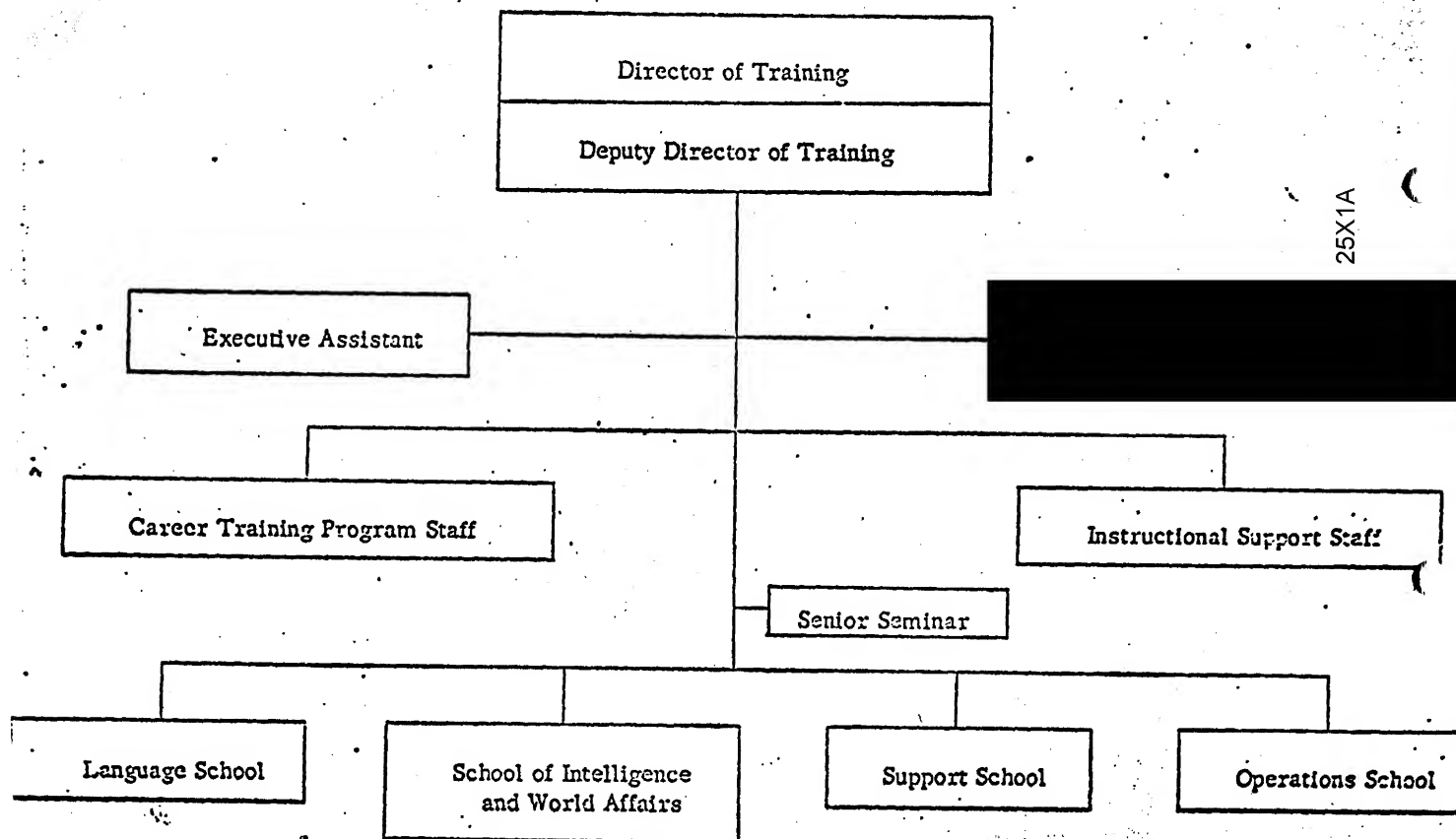
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